



Theses and Dissertations

2016-07-01

A Content Analysis and Status Report of Adolescent Development Journals: How Are We Doing in terms of Ethnicity and Diversity?

Jason Bernard Lefrandt
Brigham Young University

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Marriage and Family Therapy and Counseling Commons](#)

BYU ScholarsArchive Citation

Lefrandt, Jason Bernard, "A Content Analysis and Status Report of Adolescent Development Journals: How Are We Doing in terms of Ethnicity and Diversity?" (2016). *Theses and Dissertations*. 6012.
<https://scholarsarchive.byu.edu/etd/6012>

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

A Content Analysis and Status Report of Adolescent Development Journals:
How Are We Doing in Terms of Ethnicity and Diversity?

Jason Bernard Lefrandt

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Masters of Science

Roy Bean, Chair
Chien-Ti Lee
Rick Miller

School of Family Life
Brigham Young University

July 2016

Copyright © 2016 Jason Bernard Lefrandt

All Rights Reserved

ABSTRACT

A Content Analysis and Status Report of Adolescent Development Journals: How Are We Doing in Terms of Ethnicity and Diversity?

Jason Bernard Lefrandt
School of Family Life, BYU
Masters of Science

Ethnic minority research in the U.S. is important to study because of the increase of ethnic minorities over the past several decades. Content analyses help to track the progress of ethnic minority research and guide researchers to future areas of study. Journals of adolescence have been analyzed and coded in the following areas of methodology of the article: article topic, article funding by topic, funding agencies, geographic location of sample, and measures used. A steady increase in ethnic minority research by article topic, funding, and measures was found for some groups.

Keywords: content analysis, ethnic minorities, adolescence

Table of Contents

Title Page	i
ABSTRACT.....	ii
Table of Contents	iii
List of Figures	v
List of Tables	vi
Introduction.....	1
Literature Review.....	3
Methods.....	7
Results.....	9
1. How Many Diversity-Focused Articles Are There for Each Ethnic Group (Empirical and Conceptual)?	9
2. Is There a Change (Across the Timespan) in the Percent of Articles Focused on Ethnic Groups and Individual Ethnic Groups?.....	10
3. What Are the Top Five Topics Studied for Each Ethnic Group?	10
4. What Are the Top Topics Receiving Funding for Each Ethnic Group?	12
5. What Are the Top Funding Agencies and Least Involved Funding Agencies?.....	12
6. What Are the Geographical Groupings?.....	13
7. What is the Urban/Rural Setting of the Sample by Each Ethnic Group?	14
8. Out of the Ethnic Focused Articles, How Many Contained a Measure of Ethnic Identity?.	15
9. Of the Articles with Possible Immigrant Sample/Sub-Sample, How Many Contained a Measure of Acculturation?.....	15

10. How Many Articles Included Mention of Their Use of Measures That Have Been Found Previously to be Reliable and Valid with the Ethnic Group-of-Focus?.....	15
Discussion and Implications	16
1. How Many Diversity-Focused Articles Are There for Each Ethnic Group (Empirical and Conceptual)?	16
2. Is There a Change (Across the Timespan) in the Percent of Articles Focused on Ethnic Groups and Individual Ethnic Groups?.....	17
3. What Are the Top Five Topics Studied for Each Ethnic Group?	18
4. What Are the Top Topics Receiving Funding for Each Ethnic Group?	19
5. What Are the Top Funding Agencies and Least Involved Funding Agencies?.....	20
6. What Are the Geographical Groupings?.....	20
7. What is the Urban/Rural Setting of the Sample by Each Ethnic Group?	21
8. Out of the Ethnic Focused Articles, How Many Contained a Measure of Ethnic Identity?..	22
9. Of the Articles with Possible Immigrant Sample/Sub-Sample, How Many Contained a Measure of Acculturation?.....	22
10. How Many Articles Included Mention of Their Use of Measures That Have Been Found Previously to be Reliable and Valid with the Ethnic Group-of-Focus?.....	23
Implications.....	23
References.....	25
Appendix A.....	36

List of Figures

Figure 1	36
----------------	----

List of Tables

Table 1	37
Table 2	38
Table 3	40
Table 4	41
Table 5	43
Table 6	45
Table 7	47
Table 8	49
Table 9	51
Table 10	52

A Content Analysis and Status Report of Adolescent Development Journals:

How are We Doing in terms of Ethnicity and Diversity?

Introduction

Recent census bureau reports project that ethnically-diverse populations will outnumber the European American majority group by 2043 (United States Census Bureau, 2012). With this expected growth in U.S. ethnic diversity, researchers have begun to pay more attention to ethnicity, fueled by a desire to better understand cultural factors and the ways these factors influence individual and family well-being (Fine, 1993; Lau, Chang & Okazaki, 2010). Several professional disciplines have been examined and their attention to ethnic samples and topics documented (e.g., counseling psychology, [Lee, Rosen, & Burns, 2013]; family studies, [Bean, Crane & Lewis, 2002]); however, there are a numerous fields and sub-disciplines that have not been charted carefully and/or examined recently. One area that needs additional examination is the field of adolescent development.

Although there appears to be an increase in the research (quantity and quality) focusing on U.S. ethnic groups in some social science journals (e.g., Demo, Allen, & Fine, 2000; Dreachslin, Weech-Maldonado & Dansky, 2004; Huey & Polo, 2008), it is important to document and track publication numbers, trends and other factors including the types of topics being researched. One way to accomplish this for an entire discipline is through a careful content analysis of pertinent journal articles, defined by Krippendorff (2013) as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 24). Buboltz et al. (2010) further detailed the particular advantages of content analyses in stating that, “Periodic content analyses of scholarly journals are believed to be important because they provide an index of the extent to which published scholarship reflects the

purpose, interests, and values of a given psychological discipline” (p. 368). Scholarly contributions associated with content analyses are: (a) highlighting principal topics of research that are deemed important for a given field of study (Buboltz, 2010), (b) underlining critical issues and trends in research for a particular event/time-span (Daniels, Spero, Leonard, & Schimmel, 2015), and (c) finding the topical gaps where researchers and applied scientists need to devote further study (Wong, Steinfeldt, Speight, & Hickman, 2010).

As examples of content analysis studies, Lee, Rosen, and Burns (2013) and Bean, Crane and Lewis (2002) noted several important patterns in the family sciences field in their research findings. For instance, they discovered continued progress in researching African American families and increasing research in Latino families, while also noting several discipline-wide research problems associated with the minimal attention paid to Asian American and Native American groups. Additionally, they found that very few articles offered recommendations to basic and applied researchers of U.S. ethnic groups because the majority of findings were interpreted for policy makers rather than for professionals interacting with the individual/family on a more personal basis (i.e. therapists, family life educators, program evaluators). Equipped with these content analysis findings, recent family scientists are provided with a comprehensive view of the field, with clear documentation of discipline-specific limitations.

The adolescent development discipline is especially important to examine for the topic of ethnicity and diversity for two important reasons. First, many U.S. ethnic groups have a higher numbers of children and youth (per family), than the European American majority due to continued high rates of immigration by children/adolescents (and their families) and/or higher birth rates (Colby & Ortman, 2015). Second, children and adolescents of ethnicity are vulnerable to a host of challenges associated with their marginalized status such as discrimination

(Richardson, 2015), poverty (Wilson, 1991; Eamon, 2001) and/or poor academic performance (Wilkinson, 2010). For example, studies have found that low-income minority families experience higher levels of risk for living in low-income neighborhoods, exposing them to school environments with deviant peers and living in lower quality, high-crime communities (Wilson, 1991; Bumpass & Lu, 2000; Blanco-Oilar, 2009) .

In order to better support and guide adolescence-focused research, this content analysis focuses its review on peer-reviewed research across a 23 year period, emphasizing the published research in five of the most prestigious adolescent-focused journals. These journals include: Journal of Youth and Adolescence, Journal of Research on Adolescence, Journal of Adolescence, Journal of Early Adolescence, and Journal of Adolescent Research.

Literature Review

Although content analysis studies vary in structure and procedure, in accordance with the various research question posed, this type of research can be helpful in describing the state of the literature, and explaining how articles may be shaping a given professional discipline or field. For example, in Cokley, Awosogba and Taylor (2014), the primary reasoning for their content analysis was to evaluate if publications from the Journal of Black Psychology (JBP): (a) accurately reflect the journal's mission statement and purpose, (b) solidify its dedication to blacks to elevate psychological self, and (c) recognize the top individuals and institutions shaping this field. After examination of the JBP's publications over a 12-year period, they identified the primary topic trends (e.g. mental health and well-being), highest cited articles (i.e. African American Women's Definitions of Spirituality and Religiosity), and most frequently published authors (e.g., Arthur Whaley and Aaronette White) and institutions in the journal (e.g., University of Michigan and Howard University). They were able to confirm JBP's

contribution to the field and described it as possibly “the most important and influential outlet for publishing research in the field of Black psychology” (Cokely, Awosogba & Taylor, 2014, p. 233). Based on their content analysis findings, they noted several discipline-wide limitations and encouraged researchers (and the field) to improve rigor and sophistication to the specific cause of Black psychology.

In 1994, The National Institute of Health called for more research dedicated to, and including, ethnic minority populations (NIH, 1994). Since this initiative, an increase in ethnic minority-based research has been documented in several specific journals. For example, Buboltz, Deemer, and Hoffman (2010) recently indicated that multiculturalism has become a principal area of research in the *Journal of Counseling Psychology (JCP)*. They found that diversity and/or multiculturalism had moved from being ranked fifth (in a previous analysis, 11 years earlier) to being ranked first. In that 11-year span, multiculturalism made an eight percent increase in prevalence in the *JCP* (seven to fifteen percent). Similarly, other psychology journals have increased their focus on multicultural publications by publishing more ethnic-focused articles in recent years (e.g., Carter, Akinsulure-Smith, Smailes, & Clauss, 1998; Delgado-Romero, Galvan, Maschino, & Rowland, 2005; Lau, Cisco, & Delago-Romero, 2008).

Although these and other studies have documented an increase of ethnicity-focused articles, there is still a need for more detailed research focusing on ethnic and/or cultural groups and factors. In most research samples, Anglo populations remain the dominant subgroup, far surpassing ethnic minority populations (Hall & Marumba, 2001; Cundiff, 2012). In fact, Hall and Marumba (2001) report, “Publications involving cross-cultural issues represented 1% and ethnic minority issues represented 3% of all the publications in the English language in the PsychINFO database” (p. 15). They continued by stating that these results should “serve a wakeup call” to

reputable journals that allot a small percentage of their articles to issues of cultural diversity (p. 24). Therefore, a goal of this study is to document the current status of adolescent-focused research for attention to U. S. ethnic groups and provide recommendations on how any limitations can be corrected.

Based on a comprehensive review of the literature, the most recent content analysis of adolescent journals is Levesque (2007), where the primary goals were to examine the extent to which this body of research considers ethnicity and how the inclusion of ethnicity is organized (e.g., international vs. national sample, ethnic vs. non-ethnic sample). Results included the following: (a) 68% of 1,283 empirical articles have samples composed of an ethnic majority, (b) over 40% of empirical articles relate to identified ethnic groups, (c) 19% of research findings focused on one ethnic group, and (d) some ethnic groups tend to be ignored or lumped together. In regards to this last point, Levesque found only four focused articles for Native American and only three for Asian Americans versus considerably larger numbers for African Americans (74 focused articles) and Hispanics (26). Furthermore, Levesque also found that many ethnicities were lumped together in imprecise terms such as “ethnic groups” or “other” or failed to report on sample ethnicities altogether. Levesque noted the field’s progress in that all the examined journals had an increased number of ethnic-focused articles compared to a study done three years previous (i.e., Larson et al., 2004), concluding that the adolescent field has been increasingly more sensitive to including ethnic minorities. Furthermore, Levesque recommended a number of specific methodological/conceptual changes for the adolescent field of study including: (a) reporting participant characteristics with greater accuracy (i.e. actual number of minority participants, specific number of participants from one group), (b) understanding ethnic identity,

and (c) valuing strengths associated with ethnic group membership rather than simply focusing on the weaknesses that can be associated (e.g., low SES, low academic achievement).

Using the Levesque (2007) study as a reference point, the present study will focus on a larger set of coded articles (over 2,000 articles compared to the 747 studies coded by Levesque). All articles in our study were coded, including those with an European American majority culture sample *and* studies utilizing an ethnically diverse sample and not only those focused on ethnically minority populations. This allows for a broader examination of the field and comparisons across the largest U. S. ethnic groups. In this study, data was collected for several variables in addition to the two (i.e., sample type, sample ethnicity) reported by Levesque (2007), including: article topic, funding sources, geography of sample origin, and validity/reliability of measures. Furthermore, Levesque (2007) studied the journals over a narrower timeframe (2000-2006) while this study examined studies over a 23-year span (1990-2012).

Extending and replicating Levesque (2007), this content analysis study targets the top five adolescent, non-clinical journals (i.e., Journal of Youth and Adolescence, Journal of Research on Adolescence, Journal of Adolescence, Journal of Early Adolescence, and Journal of Adolescent Research), exploring ethnicity and culture and their place in the adolescent research across more than two decades. To organize and present the findings from this content analysis, the following questions were used to guide the investigation:

1. How many diversity-focused articles are there for each ethnic group (empirical and conceptual)?
2. Is there significant difference (across the timespan) in the percent of articles focused on ethnic groups and individual ethnic groups?

3. What are the top topics studied for each ethnic group?
4. What are the top topics receiving funding for each ethnic group?
5. What are the top funding agencies and least involved funding agencies?
6. What are the geographical groupings of each sample?
7. Urban/Rural Setting of the sample (by ethnic group).
8. Out of total ethnic focused articles, how many contained a measure of ethnic identity?
9. Of the articles with possible immigrant sample/sub-sample, how many contained a measure of acculturation?
10. How many articles included mention of their use of measures that have been found previously to be reliable and valid with the ethnic group-of-focus?

Methods

In order to be included in this content analysis, journals had to qualify as one of the most prominent non-clinical journals in area of adolescence research. Qualifying criteria was, first, inclusion in a previous adolescence-specific review and/or having a focus on adolescent development and wellbeing. Secondly, journals had to publish U.S.-based studies (primarily) as the focus was on ethnic diversity within United States research samples. Third, while there were many journals to consider, journals were selected based on a top ranking in the ISI Web of KnowledgeSM, Journal Citation Report (JCR, based on five-year impact factors). Those having five-year impact factor of at least 1.5 included: Journal of Youth and Adolescence (2.8), Journal of Research on Adolescence (2.75), Journal of Adolescence (2.82), Journal of Early Adolescence (2.47), and Journal of Adolescent Research (1.83).

Journal articles were coded by two undergraduate students (working independently), following a detailed coding manual. Inter-rater reliabilities were found to be 87%, and any

incongruence in coding were reported to, and negotiated to congruence by, expert-level coders. Expert coders qualified as such by completing a two-month training program, including practice articles, quizzes and weekly training meetings. Articles were coded only if they represented a conceptual or empirical work; thereby, excluding book reviews, feedback pieces and editor's notes and introductions. Two separate and distinct categories were used to classify the articles: (a) focused – ethnic/cultural groups were examined as a principal part of the study's design or conceptual discussion (articles qualified if their title, keywords, or abstract indicated an emphasis on ethnicity or a specific ethnic group); (b) not involved - ethnic groups were not a primary part of the research population or any conceptual discussion.

In order to maintain the focus on ethnic diversity within the U. S., articles examining international populations were not reviewed. Article topics were coded from the PsychINFO database. As a function of convenience and organization, PsychINFO has topics and keywords for each article. Coders simply copied and pasted article topics directly from the PsychINFO categorization listing.

In reporting and discussing the findings of this study, members of the European American majority culture are referred to as Anglos when discussed as a group, and references to other ethnic groups utilize the commonly-used categories of African Americans, Asian Americans, Latinos and Native Americans. Recognizing the diversity found within each ethnic group, findings are reported relative to specific within-group distinctions whenever possible (e.g., Mexican Americans rather than Latinos). Finally, when references are made to all non-Anglo ethnic groups collectively, the terms "ethnic minorities" or "ethnic groups" are used to describe their demographic position (less than 50% of the U. S. population) rather than communicating that these groups are somehow less important or valuable.

Results

1. How Many Diversity-Focused Articles Are There for Each Ethnic Group (Empirical and Conceptual)?

A total of 2598 articles were published across the five journals over the 23-year span (1990-2012). The majority of articles were categorized as “not ethnically focused” (1946, 74.9%), because no mention of ethnicity, diversity or any specific ethnic group was found in these articles’ title, abstract or keywords. The remaining articles (25.1%, $n = 646$) were defined as “focused”, given their attention to a particular ethnic group (e.g., Smalls & Cooper, 2012), a combination of multiple cultural groups (e.g., Hughes, Way & Rivas-Drake, 2011), and/or a conceptual discussion of an ethnic/cultural topic (e.g., Chao & Otsuki-Clutter, 2011).

The majority of the focused articles were quantitatively-based with the remainder being coded as qualitative, mixed method (both qualitative and quantitative methodologies), or conceptual (articles that focus on theory development or an expanded literature review). Of the 646 focused articles, 575 (89%) were quantitative, 9 (1.4%) were conceptual, and 58 (9.6%) were qualitative or combined method studies (see Table 1 for ethnic category by article type). Given the nature of empirically focused/driven journals, it is not surprising that very few articles were qualitative, conceptual, or mixed method in their orientation. The bulk of the quantitative articles were focused on African American (245, 37.9% of total focused articles) or Latinos/Hispanics (135, 20.9%), with far fewer ones focused on Asian Americans (32, 5%) and Native Americans (12, 1.7%). For the “combined” category (multiple ethnic groups in the same sample), the most prominent grouping was that of a combined sample of African Americans, Hispanics/Latinos, and Asian Americans (137, 21.2%).

2. Is There a Change (Across the Timespan) in the Percent of Articles Focused on Ethnic Groups and Individual Ethnic Groups?

From 1990 to 2012, the number of ethnic-focused articles per year (across all journals) is as follows: 8 (4.8%), 3 (1.6%), 5 (2.6%), 24 (12%), 13 (6%), 18 (8.4%), 22 (9.2%), 19 (8.8%), 12 (5.2%), 20 (8%), 27 (11.3%), 20 (7.4%), 22 (7.3%), 24 (8.1%), 44 (12.4%), 39 (10.2%), 49 (9%), 27 (5.4%), 46 (9.9%), 65 (12.1%), 30 (5.4%), 64 (10.1%), 51 (7.7%). A line graph (Figure 1) displays the changes in publication numbers for Anglo Americans and for all ethnic minorities and Table 2 presents more detailed data for each ethnic category by publication year.

Multinomial logistic regression was used to address the question of whether there was a significant change, across the 23-year timespan, in the number of published articles for each ethnic group. Using Anglos as the reference group, a statistically significant increase in the number of published articles was found for all but one ethnic group (see Table 3). The lone exception was for Native Americans ($\beta = .058$, $df(1)$, $p = .192$), which did not see a significant increase in the number of published articles. Additionally, estimated odds ratios for each ethnic group were calculated, with yearly increases estimated to range from 3% (African Americans) to 9.5% ("Other" category).

3. What Are the Top Five Topics Studied for Each Ethnic Group?

The topic of interest in these focused articles varied according to ethnic population (see Table 4 for full details). The three most frequently studied topics of interest for African American focused articles were child and adolescent development (66 articles, 10.8%), followed by diversity and culture topics (48, 7.8%) and parents and parenting (26, 4.2%). As further detail, the child and adolescent development articles were found to focus on a variety of sub-topics including: (a) early adolescents and the effectiveness of an anti-drinking program (Weichold,

Brambosch, & Silbereisen, 2012); (b) early- and late-maturing adolescent girls and factors such as physical activity, self-concept, and health-related quality of life (Cumming et al., 2012); and (c) emotion regulation strategies, self-concept and internalizing problems in developing adolescence (Hsieh and Stright, 2012). Articles dealing with academic achievement were almost exclusively studying predictors of school performance, while the articles from the “diversity and culture topics” category dealt with a variety of topics and their culturally-specific attributes including, identity formation (Hamm & Coleman, 2001), friendship equality (Thayer, Updegraff, & Delgado, 2008), masculinity (Mahalingam & Balan, 2008), and cultural conflicts (Yau & Smetana, 1993).

For Hispanic/Latino focused articles, adolescent development was also the most frequently-studied topic (39, 14.8%), followed by diversity and culture topics (29, 11%), and academic achievement (18, 6.8%). For Asian Americans, child and adolescent development was the most frequently-studied topic (14, 11.7%), followed by parent and child relations, 13(10.8), and diversity and culture topics (11, 9.2%). For Native Americans, depression and depressive symptoms was the most frequently-studied topic (4, 11.4%), followed by child and adolescent development (3, 8.6%), and alcohol drinking (2, 5.7%), drug usage (2, 5.7%), and risk and protective factors (2, 5.7%). For the combined category, diversity and culture topics was most frequently researched (59, 13.9%), followed by child and adolescent development (41, 9.7%), and third was peer relations (23, 5.4%). For Anglo-Americans, child and adolescent development was the most studied topic (692, 12.4%), followed by peer relations (333, 6%), and self-concept and identity (245, 4.4%).

4. What Are the Top Topics Receiving Funding for Each Ethnic Group?

For African Americans, child and adolescent development was the top funded topic (37, 22.3%), followed by diversity and culture topics (8, 4.8%) and ethnic identity (8, 4.8%). For Hispanic/Latinos, child and adolescent development was the top funded topic (18, 26.5%), followed by immigration and acculturation (7, 10.3%), and diversity and culture topics (6, 8.8%). For Asian Americans, the top funded article was child and adolescent development (5, 15.2), followed by immigration and acculturation and diversity and culture topics (4, 12.1%). For Native Americans, the top funded topic was alcohol drinking (2, 50%), followed by drug usage (1, 25%), followed by tobacco and smoking (1, 25%). For the combined category, child and adolescent development was the top funded topic (25, 19.4%), followed by ethnic identity (10, 7.8), and diversity and culture topics (8(6.2). For Anglo-Americans, child and adolescent development was the top funded topic (330, 18.3%), followed by academic achievement (57, 3.2%), and wellbeing and adjustment (46, 2.5%). Please refer to Table 5 for additional details.

Again, given the adolescence-focused nature of these journals, it is not surprising that the biggest percentage of funded studies for most ethnic group categories was “adolescent/childhood development.” However, just as in relation to question three, the lack of more family-based articles (e.g., parent-child relations) for Latinos and the other ethnic groups is noteworthy when examining funded topics.

5. What Are the Top Funding Agencies and Least Involved Funding Agencies?

The top three funding agencies for African Americans were the National Institute of Mental Health (51, 19.2%), followed by the National Institute of Child and Health and Human Development (35, 13.2%), and the William T. Grant Foundation (26, 9.8%) (see Table 6). For Hispanic/Latinos, the National Institute of Mental Health was the top-funding agency (23,

22.5%), followed by the National Institute of Child and Health and Human Development (19, 18.6%), and the National Institute of Drug Abuse (12, 11.8%). For combined, the top-funding agency was the National Institute of Drug Abuse and the National Institute of Mental Health (17, 8.9%), followed by the National Institute of Child Health and Human Development (15, 7.9%). Finally, as a comparison, the top-funding agency for Anglo-Americans was the National Institute of Mental Health (232, 13.8), followed by the National Institute of Child Health and Human Development (168, 10%), and the National Institute of Drug Abuse (128, 7.6%).

Of the expected funding agencies for adolescent studies (the National Institute of Aging is not an expected funding source for adolescent journals), the least involved funding agencies for African Americans were the Health Resources and Service Administration (0, 0%) and the Department of Health and Human Services (3, 1.1%). For Latinos, the Health Resources and Service Administration was the least involved funding agency (0, 0%) and the Center for Disease Control and Prevention (0, 0%). For the combined ethnic category, the least involved funding agency was the Health Resources and Service Administration (0, 0%) and the MacArthur Foundation (2, 1.1%). The least involved funding agencies for Anglo-Americans were the Health Resources and Service Administration (0, 0%), followed by the MacArthur Foundation and Maternal and Child Health Bureau (16, 1%).

6. What Are the Geographical Groupings?

In terms of sample location (by state and region), the largest number of articles (205, 34%) was collected on a regional basis, across multiple states (see Table 7 for full details). The second highest number of articles utilized national datasets (126, 20.9%) like the National Longitudinal Study of Adolescent Health (Add Health) and National Longitudinal Survey of

Youth (NLSY). The third highest number of articles utilized California-based samples (61, 10.1%), followed by New York (39, 6.5%).

Articles were also coded in terms of geographic location using the U. S. census divisions or regions (see Table 8 for additional detail). The five divisions, or grouping of states, from which the sample(s) were most often collected were national (151, 23.3%), followed by the Middle Atlantic (79, 12.2%), followed by the Midwest (78, 12.1%), followed by the Pacific coast (75, 12%), followed by the East South Central (45, 7%), and Northeast (44, 6.8%). Of the 2598 total articles coded, 152 (5.9%) did not specify the geographic division in which authors collected their sample. As a further detail, fifteen African Americans article, fourteen Latino/Hispanic articles, two Asian Americans, two Native American article, and twelve combined articles did not specify the geographic division.

7. What is the Urban/Rural Setting of the Sample by Each Ethnic Group?

As can be seen in Table 9, the largest sample setting for all ethnic groups was urban/metropolis area (312, 44.4%). More specifically, 57 articles utilized an urban sample for African Americans (62% of the total number of African American focused studies), 32 articles (69.6%) for Latinos, 6 articles for Asian Americans (40%), 0 articles for Native Americans (0%). The second highest setting was assumed combined setting (e.g. national, regional, or state), with 18 articles (19.6%) for African Americans; 11 (23.9%) for Latinos; 5 (33.3%) for Asian Americans, and 3 (75%) for Native Americans). The third highest setting was combined setting, with 9 articles (9.8%) for African Americans; 2 (4.3%) for Latinos; 2 (13.3%) for Asian Americans; and 1 article (25%) for Native Americans. It should also be noted that 6.7 of focused ethnic articles ($N = 646$) did not provide sufficient detail to categorize the setting type for the respective sample.

8. Out of the Ethnic Focused Articles, How Many Contained a Measure of Ethnic Identity?

Of the 611 focused articles, 132 (20.3%) contained a measure of ethnic identity, with the majority of these studies utilizing African American and/or Latino/Hispanic ethnic samples. Articles that included a measure of ethnic identity were found to research a variety of topics, including: identity formation (Hamm & Coleman, 2001), friendship equality (Thayer, Updegraff, & Delgado, 2008), family relationships, kinship support and perception (Lamborn & Nguyen, 2004), and racial socialization and racial identity (Neblett, Smalls, Ford, Nguyễn, & Sellers, 2009). In addition, perhaps indicating an increased sensitivity to the importance of ethnicity and culture in recent years, the bulk of the articles measuring ethnic identity were published in the last six years. In fact, 69% (or 89 articles) of articles featuring an ethnic identity measure were published over the final five-year span of publications coded (2008-2012),

9. Of the Articles with Possible Immigrant Sample/Sub-Sample, How Many Contained a Measure of Acculturation?

For African Americans, 36 (15.9%) articles measured acculturation, 41 (32%) for Latino/Hispanic, 19 (57.6%) for Asian American, and 3 (21.4%) for Native American.

10. How Many Articles Included Mention of Their Use of Measures That Have Been Found Previously to be Reliable and Valid with the Ethnic Group-of-Focus?

In the 646 studies that focused on ethnic minorities across the 23-year period, there were a combined 1,152 psychosocial measures used. Out of these 1,152 measures, 343 total measures were cited (using a previous study) as being reliable for use with the specific ethnic group being studied and, similarly, 210 were reported as having been found to be valid in previous studies. For example, Brega and Coleman (1999) used a religiosity measure in their study, which tracked the religious attitudes of church attendees towards their Black church. The measure can be

broken down into two parts: church attachment and church attendance. They found convergent validity ($r[34]=0.50, p<0.005$) with these two constructs. Those who had more positive attitudes towards the church were more likely to attend church. Another example is Shin, D'Antonio, Son, Kim and Park's (2011) study which used the Center for Epidemiological Studies—Depression Scale (CES—D). This measure has found adequate content, construct and concurrent validity in a Korean sample in a previous study (Noh, Avison, & Kaspar, 1992). For the sake of brevity and as an example, in relation to the topic of child/adolescent development (the most or second most studied topic for each ethnic group), 31 measures were reported as being reliable for use with African Americans, 30 for Latinos, 10 for Asian Americans, and zero for Native Americans.

Discussion and Implications

1. How Many Diversity-Focused Articles Are There for Each Ethnic Group (Empirical and Conceptual)?

As mentioned in Levesque (2007) and Bean, Crane and Lewis (2002), the lack of focused research on Asian American and Native American populations is still a concern. However, it is neither unique to the adolescent field nor to this particular content analysis. As seen in McMahon and Allen-Meares (1992), Pope-Davis, Ligiero, Liang, and Codrington (2001), and Bean, Crane, and Lewis (2002), there are a number of other content analysis studies for other disciplines that have similarly noted the relative scarcity of studies focusing on these ethnic groups. The difficulties in accessing these samples for scholarly research have been presented in other resources (e.g., Weaver, 1997), but can be summarized as: (a) small concentrations of Native American groups in cities and other accessible populations databases, (b) inaccessibility of Native American tribes due to difficulty in gaining support from key gatekeepers (e.g. tribal council member, clan mother, etc.), (c) cultural mistrust due to past experiments that have

benefitted researchers, not Native communities, and (d) difficulty in acquiring skills and commitment from researchers that are unique to Native American tribes.

Many of these difficulties also apply to Asian Americans and have complicated and limited data collection efforts in the past and currently. For example, Shin, D'Antonio, Son, Kim, and Park (2011) suggested the difficulty in gaining access to dense Asian American communities outside of their research sample in New Jersey and New York. Shea, Wang, Gonzalez, and Espelage's (2016) article had a limited Asian American sample due to a lack of ethnic minority families in the urban neighborhood. Asian Americans, are also far less likely to receive or seek out help than other ethnic groups which may lower their chance of being a part of a study (Le Meyer, Zane, Cho, & Takeuchi, 2009). This is especially the case among Asian American immigrants because they are skeptical of mental health services (Le Meyer, Zane, Cho, & Takeuchi, 2009). The lack of research on Native Americans and Asian Americans is concerning given the fact that these ethnic group categories neglect within-group differences across the many tribes and nationalities.

2. Is There a Change (Across the Timespan) in the Percent of Articles Focused on Ethnic Groups and Individual Ethnic Groups?

These findings indicate growing awareness and increased commitment to ethnicity and culture in the field of adolescent research, as demonstrated in the gradual increase in ethnic focused research over the past two decades. It should be noted that this increased focus is most noticeable in the case of African American and Latino populations (the two largest ethnic groups in the United States). The primary article type was quantitative, followed by a relatively small number of qualitative or mixed method studies and just a few theoretical/conceptual articles.

It is worthwhile to mention that fewer articles were found to be “focused,” compared to Levesque (2007) because of differences in coding methodology. In the case of this study, articles were categorized as being “focused” based on mention of ethnicity, culture or a specific minority group in the title, abstract or subject topics. Levesque, on the other hand, qualified articles as being focused on ethnic minorities when their sample size was above a certain cutoff quantity or percentage.

3. What Are the Top Five Topics Studied for Each Ethnic Group?

In examining the number and main topics for each ethnic group, there are several findings that stand out. First, not surprisingly, the largest percentage of focused articles was found to address the topic of “adolescent/childhood development” and this topic was found to be in the top two for every one of the ethnic groups. This was expected, given that the journals examined in this study are almost all exclusively focused on adolescent well-being and development. Second, diversity and culture topics were in the top 5 most studied topics for most of the ethnic groups. Particularly for African Americans and Latinos, where this topic represented 10% of articles, these findings suggests that culturally-specific issues are being dealt with in a direct rather peripheral fashion. Third, the topic of immigration stressors/issues was found to be one of the most often-studied subjects for the populations most likely to be experiencing this issue (Latinos and Asian Americans). Fourth, academic achievement (with its associated successes and failures) was found to be one of the more prominent topics of research for the two largest U. S. ethnic populations (African Americans and Latinos). Fifth, given the importance of family relationships noted in previous studies of Latino and African American populations (Thayer, Updegraff, & Delgado, 2008; Kline, Kapke, Grace, Gerdes, & Lawton, 2016; Killoren, & Alfaro, 2016), it is surprising that the categories dealing with this topic (i.e.,

parent-child relations, parenting, family relations) were not found to be among the top three list for either ethnic group. This is particularly noteworthy because there are a number of acculturation-related issues between parents and children in Latino families where the parents are immigrants and the children are first generation U.S. born (Dennis, Basañez, & Farahmand, 2010). Finally, we noticed a general lack of research for Native Americans and Asian Americans. The highest studied topic for Native Americans was a mere four articles on the topic of depression and depressive symptoms (4, 5.7%). The content of the topics reflects current concerns among the Native American tribal groups, including adolescent mental health problems, alcohol abuse, smoking, and drug usage. The lack of Asian American studies might be due to the “Model Minority Stereotype”, portraying them as hardworking, intelligent, and successful (Suzuki, 2002). This brings about mixed results, creating both beneficial and negative effects for youth (Shih, Ambady, Richeson, Fujita, & Gray, 2002). One hypothesis that is a negative effect is researchers neglecting this ethnic group; believing they are internally doing well (e.g. psychological well-being) because of external accomplishments (e.g. academic achievement).

One limitation of using PsychINFO is the broad topics which the articles are categorized under. Some topics from PsychINFO may be under too big of an umbrella to make specific conclusions. Further breakdown of research topics should be investigated in order to make definite inferences.

4. What Are the Top Topics Receiving Funding for Each Ethnic Group?

Biglan, Wang, and Walberg (2003) found that the most common, costly, and dangerous problems of adolescence are anti-social behavior, tobacco use, alcohol abuse, drug abuse, and risky sexual behavior. In this examination of the funded studies, these topics were examined for

most/all specific ethnic groups, including studies of anti-social behavior (e.g., Wall, Power, & Arbona, 1993), cigarette usage (e. g., Gutman, Eccles, Peck, & Malanchuk, 2011), drinking behavior (e.g., Peterson, Hawkins, Abbott, & Catalano, 1995), drug usage (e. g., Marsiglia, Kulis, & Hecht, 2001), and risky sexual behavior (e. g., Mitchell, Whitesell, Spicer, Beals, & Kaufman, 2007). For example, the only four Native American studies that were funded were focused on the topics of alcohol/drinking (2, 50%), drug usage (1, 25%), and smoking (1, 15%). However, it was interesting that many of the funded studies focused on Anglo American seemed to be more flexible in terms of funding topic. For example, topics like gratitude (Froh, Yurkewicz, & Kashdan, 2009) and romantic relationships (Collins, 2003) were funded for Anglo Americans but not for other ethnic groups. This might suggest that more funding is available for Anglos to study topics of varying interest.

5. What Are the Top Funding Agencies and Least Involved Funding Agencies?

The top funding agency was the National Institute of Mental Health while the least involved funding agency was the Health Resources and Service Administration. The distribution of NIMH's funding among Anglos and other ethnic groups was encouraging. Over two-thirds (66.4%, 93 articles) of articles funded by NIMH were ethnically focused articles. While it is difficult to determine (in dollar amounts) how much funding was distributed to each group, the distribution of funded articles is reflective of increased prioritization of minority-focused research.

6. What Are the Geographical Groupings?

About (5.9%) of the empirical articles did not specify the location of their samples. This lack of information about sample location is problematic, given the possibility of differences in culture, socio-economic status and other quality of life differences, based on geographic regions

in the United States (Kitayama, Conway, & Pietromonaco, 2010). However, insufficient detail regarding this variable is particularly distressing in the case of ethnic samples, because there can be dramatic differences in experiences with discrimination and other challenges based on sample location. Additionally, when studying a given topic (e.g., adolescent depression across ethnicities), it can be very helpful to know if there are geographic- or climate-based differences in risk factors for samples from different parts of the United States (Guerrero & Kao, 2013).

One significant gap identified in the geographical groupings of ethnically focused studies was the lack of national-represented samples. For Anglos, 24% (107 articles) of the studies that specified a geographical location were national studies. However, the percentage of national studies was much lower for African Americans (10.9%, 7 articles) and Latinos (0%). National samples allow for a more comprehensive and generalizable view of any group, ethnic or otherwise (Landor, Halpern, 2015). Because of the heterogeneous nature of ethnic groups in different areas of the United States, regionally-based and state-specific studies are important, but national studies are also essential to providing a comprehensive understanding of the experience of ethnic groups across the United States. Furthermore, national studies allow for the comparison of sub-groups; for example, the comparison of African Americans in the South with African Americans in the Northeast.

7. What is the Urban/Rural Setting of the Sample by Each Ethnic Group?

Summarizing locations of research, most of the sample was very generalizable, done in regional settings with more than one area/sample, the highest division was national, and the highest setting was urban/metropolitan area. Similar to the lack of reporting of geographical location of samples, 6.7% of articles did not report whether their setting was urban, rural, suburban, etc.

There was a significant gap in the geographical grouping of ethnically focused studies in diverse and comprehensive areas. For Anglos, 37.3% (184 articles) of the studies that specified a geographical location were urban/metropolitan area. However, the percentage was much higher for African Americans (62%, 57 articles) and Latinos (70%, 32 articles). Urban settings allow for a diverse population located in a dense area, increasing generalizability (Lau, Chang, Okazaki, 2010).

8. Out of the Ethnic Focused Articles, How Many Contained a Measure of Ethnic Identity?

Ethnic identity is defined as one's sense of self in ethnic terms (Phinney, 2000), and is important to the study of ethnic minority youth because it has been found to be linked with positive behavioral, psychological and academic youth outcomes (Phinney, 1990; Smith & Silva, 2011). A strong sense of ethnic identity is associated with self-esteem, self-efficacy, and psychological well being, particularly among youth and people of color (Kiang, Yip, Gonzales-Backen, Witkow & Fuligni, 2006; Schwartz, Zamboanga, & Jarvis; 2007). The marked increase in the use of measures of ethnic identity over the past six years is indicative that researchers are recognizing the importance of understanding how members of ethnic groups living in the United States view their own ethnic identity. While this improved focus on ethnic identity is encouraging, there is still room for improvement in including measures of ethnic identity for all ethnic groups, particularly for Asian Americans and Native Americans.

9. Of the Articles with Possible Immigrant Sample/Sub-Sample, How Many Contained a Measure of Acculturation?

Acculturation is defined as learning and adopting the mainstream culture (Choi, Tan, & Hahm, 2016), and is important to the study of ethnic minority youth because it has been linked with decreased levels of depressive symptoms and psychological distress, employment

opportunity, greater self-esteem and satisfaction in life (Yoon et al., 2013; Yu, Cheah, Calvin, 2016). It appears that researchers may be increasingly responsive to the immigration and acculturation process for ethnic adolescents and their families, based on the use of acculturation measures for these groups (see Table 10).

Also, there is evidence to suggest that adolescent scholars are moving in the right direction indicated by the fact that, in more recent years, an increased number of articles feature measures of acculturation. For Latinos, the number increased from two studies in 1990 to six studies in 2012. Out of the focused articles with a possible immigrant sample/sub-sample (all ethnic groups except African Americans), 96 (14.9%) contained a measure of acculturation.

10. How Many Articles Included Mention of Their Use of Measures That Have Been Found Previously to be Reliable and Valid with the Ethnic Group-of-Focus?

The majority of articles (60-70%) did not use measures that had been previously verified as being appropriate (reliable and valid) for the specific ethnic group being studied. Using measures that have been found to be reliable and valid for use with specific ethnic groups is an essential part of culturally competent research. While there are similarities between ethnic groups, certain elements of measures may not “translate” between cultures, even if the language of the measure is translated (Bargas-Avila, Brühlmann, 2016). Using measures that are reliable and valid for specific ethnic groups is a foundational element of producing culturally competent research.

Implications

Policy makers, researchers, educators, therapists, and other practitioners can help increase research with ethnically diverse populations. Policy makers can help to increase a source pool of funding for ethnic research. Researchers working in areas populated by under-represented and

under-researched ethnic groups, have an opportunity to target these groups for study. Like Levesque (2007), it is recommended that researchers use specific methodological changes including reporting their ethnic sample with greater accuracy, understanding ethnic identity, and increasing research and value on strengths of the ethnic groups rather than weaknesses (e.g. alcohol consumption, tobacco and smoking, and drug abuse as the sole funded Native American topics). Therapists can aid through opening up their practices for research purposes. This is particularly the case for clinicians who regularly work with under-researched national groups (in the case of Asian Americans) and tribal groups (Native Americans).

Putting our research to practical use toward these groups is an effort to decrease ignorant, generalized biases and to carefully capture each client or student's experience as unique. Policy makers can create policies by carefully considering the available research and expert opinion of ethnic minorities before executing a situation involving them. Researchers and educators can focus on creating an experience for students that invite serious self-reflection on ethnic and cultural awareness. This can be done through innovative means, such as inviting guest speakers, studying case studies and journals, or other technological options for enhancing the educational experience. Therapists and other practitioners can carefully work to understand under studied ethnic clients (e.g. Native Americans and Asian Americans) to strengthen therapeutic relationships through culturally sensitive clinical practice. Projection of U.S. ethnic population's growth is a testament for the need of increased sensitivity toward minority groups. The goal of replacing conjecture, assumption and theory of U.S. ethnic groups with facts, data, and expert perspective can be met through an increased effort of all specializations (e.g. researchers, educators and clinicians) in the field.

References

- Bargas-Avila, J. A., & Brühlmann, F. (2016). Measuring user rated language quality: Development and validation of the user interface Language Quality Survey (LQS). *International Journal of Human-Computer Studies*, 861-10.
doi:10.1016/j.ijhcs.2015.08.010
- Bean, R. A., Crane, D. R., & Lewis, T. L. (2002). Basic research and implications for practice in family science: A content analysis and status report for U.S. ethnic groups. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 51(1), 15-21.
doi:10.1111/j.1741-3729.2002.00015.x
- Biglan, A., Wang, M. C., & Walberg, H. J. (2003). *Preventing youth problems*. New York, NY, US: Kluwer Academic/Plenum Publishers
- Blanco-Oilar, C. (2009). Ethnic minority adolescents' substance use and risky sexual behavior: The influence of child problem behavior, peer relations, and acculturation-related factors. *Dissertation Abstracts International*, 69, 6449
- Brega, A. G., & Coleman, L. M. (1999). Effects of religiosity and racial socialization on subjective stigmatization in African-American adolescents. *Journal of Adolescence*, 22(2), 223-242. doi:10.1006/jado.1999.0213
- Buboltz, W. J., Deemer, E., & Hoffmann, R. (2010). Content analysis of the Journal of Counseling Psychology: Buboltz, Miller, and Williams (1999) 11 years later. *Journal of Counseling Psychology*, 57(3), 368-375. doi:10.1037/a0020028
- Bumpass, L., & Lu, H. (2000). Trends in cohabitation and implications for children's family context in the United States. *Population Studies*, 54, 29-41.

- Cauce, A. M., Domenech-Rodríguez, M., Paradise, M., Cochran, B. N., Shea, J. M., Srebnik, D., & Baydar, N. (2002). Cultural and contextual influences in mental health help seeking: A focus on ethnic minority youth. *Journal of Consulting and Clinical Psychology, 70*(1), 44-55. doi:10.1037/0022-006X.70.1.44
- Carter, R. T., Akinsulure-Smith, A. M., Smailes, E. M., & Clauss, C. S. (1998). The status of racial/ethnic research in counseling psychology: Committed or complacent? *Journal of Black Psychology, 24*, 322-334. doi:10.1177/00957984980243004
- Chao, R. K., & Otsuki-Clutter, M. (2011). Racial and ethnic differences: Sociocultural and contextual explanations. *Journal of Research on Adolescence, 21*(1), 47-60. doi:10.1111/j.1532-7795.2010.00714.x
- Choi, Y., Tan, K. H., Yasui, M., & Hahm, H. C. (2016). Advancing understanding of acculturation for adolescents of Asian immigrants: Person-oriented analysis of acculturation strategy among Korean American youth. *Journal of Youth and Adolescence*, doi:10.1007/s10964-016-0496-0
- Cokley, K., Awosogba, O., & Taylor, D. (2014). A 12-year content analysis of the Journal of Black Psychology (2000-2011): Implications for the field of Black psychology. *Journal of Black Psychology, 40*(3), 215-238. doi:10.1177/0095798413486157
- Colby, S., Ortman, J. (2015). Projections of the size and composition of the U.S. population: 2014 to 2060. *United States Census Bureau*, 1-13.
- Collins, W. A. (2003). More than Myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence, 13*(1), 1-24. doi:10.1111/1532-7795.1301001

- Cumming, S. P., Sherar, L. B., Hunter Smart, J. E., Rodrigues, A. M., Standage, M., Gillison, F. B., & Malina, R. M. (2012). Physical activity, physical self-concept, and health-related quality of life of extreme early and late maturing adolescent girls. *The Journal of Early Adolescence, 32*(2), 269-292. doi:10.1177/0272431610393250
- Cundiff, J. L. (2012). Is mainstream psychological research 'womanless' and 'raceless'? An updated analysis. *Sex Roles, 67*(3-4), 158-173. doi:10.1007/s11199-012-0141-7
- Daniels, J. A., Spero, R. A., Leonard, J. M., & Schimmel, C. J. (2015). A content analysis of Military Psychology: 2002–2014. *Military Psychology, 27*(6), 366-375. doi:10.1037/mil0000091
- Delgado-Romero, E. A., Galván, N., Maschino, P., & Rowland, M. (2005). Race and ethnicity in empirical counseling and counseling psychology research: A 10-year review. *The Counseling Psychologist, 33*, 419-448. doi:10.1177/0011000004268637
- Demo, D. H., Allen, K. R., & Fine, M. A. (Eds.). (2000). *Handbook of family diversity*. New York: Oxford University Press.
- Dennis, J., Basañez, T., & Farahmand, A. (2010). Intergenerational conflicts among Latinos in early adulthood: Separating values conflicts with parents from acculturation conflicts. *Hispanic Journal of Behavioral Sciences, 32*(1), 118-135. doi:10.1177/0739986309352986
- Dreachslin, J. L., Weech-Maldonado, R., & Dansky, K. H. (2004). Racial and ethnic diversity and organizational behavior: A focused research agenda for health services management. *Social Science & Medicine, 59*(5), 961-971. doi:10.1016/j.socscimed.2003.12.007

- Eamon, M. K. (2001). Poverty, parenting, peer and neighborhood influences on young adolescent antisocial behavior. *Journal of Social Service Research, 28*(1), 1-23.
doi:10.1300/J079v28n01_01
- Fine, M. A. (1993). Current approaches to understanding family diversity: An overview of the special issue. *Family Relations, 42*, 235-237.
- Guerrero, E. G., & Kao, D. (2013). Racial/ethnic minority and low-income hotspots and their geographic proximity to integrated care providers. *Substance Abuse Treatment, Prevention, and Policy, 8*. doi:10.1186/1747-597X-8-34
- Gutman, L. M., Eccles, J. S., Peck, S., & Malanchuk, O. (2011). The influence of family relations on trajectories of cigarette and alcohol use from early to late adolescence. *Journal of Adolescence, 34*(1), 119-128. doi:10.1016/j.adolescence.2010.01.005
- Hall, G. C., & Maramba, G. G. (2001). In search of cultural diversity: Recent literature in cross-cultural and ethnic minority psychology. *Cultural Diversity and Ethnic Minority Psychology, 7*(1), 12-26. doi:10.1037/1099-9809.7.1.12
- Hamm, J. V., & Coleman, H. K. (2001). African American and White adolescents' strategies for managing cultural diversity in predominantly White high schools. *Journal of Youth and Adolescence, 30*(3), 281-303. doi:10.1023/A:1010488027628
- Huey, S. J., & Polo, A. J. (2008). Evidence-based psychosocial treatments for ethnic minority youth: Review and meta-analysis. *Journal of Clinical Child and Adolescent Psychology, 37*, 262–301.
- Hughes, D., Way, N., & Rivas-Drake, D. (2011). Stability and change in private and public ethnic regard among African American, Puerto Rican, Dominican, and Chinese American

- early adolescents. *Journal of Research on Adolescence*, 21(4), 861-870.
doi:10.1111/j.1532-7795.2011.00744.x
- Hsieh, M., & Stright, A. D. (2012). Adolescents' emotion regulation strategies, self-concept, and internalizing problems. *The Journal of Early Adolescence*, 32(6), 876-901.
doi:10.1177/0272431611433848
- Kapke T., Grace M., Gerdes A., Lawton K. (2016). Latino early adolescent mental health: Examining the impact of family functioning, familism, and global self-worth. *Journal of Latina/O Psychology*, doi:10.1037/lat0000057
- Kiang, L., Yip, T., Gonzales-Backen, M., Witkow, M., & Fuligni, A. J. (2006). Ethnic identity and the daily psychological well-being of adolescents from Mexican and Chinese backgrounds. *Child Development*, 77, 1338–1350.
- Kitayama, S., Conway, L. I., Pietromonaco, P. R., Park, H., & Plaut, V. C. (2010). Ethos of independence across regions in the United States: The production-adoption model of cultural change. *American Psychologist*, 65(6), 559-574. doi:10.1037/a0020277
- Kline, G. C., Killoren, S. E., & Alfaro, E. C. (2016). Perceived parental psychological control, familism values, and Mexican American college students' adjustment. *Cultural Diversity and Ethnic Minority Psychology*, doi:10.1037/cdp0000096
- Krippendorff, K. (2013). *Content analysis: An introduction to its methodology* (3rd ed.). Los Angeles, CA: Sage.
- Lamborn, S. D., & Nguyen, D. T. (2004). African American adolescents' perceptions of family interactions: Kinship support, parent-child relationships, and teen adjustment. *Journal of Youth and Adolescence*, 33(6), 547-558. doi:10.1023/B:JOYO.0000048068.55441.d6

- Landor, A. M., & Halpern, C. T. (2015). Prevalence of high-risk sexual behaviors among monoracial and multiracial groups from a national sample: Are multiracial young adults at greater risk?. *Archives of Sexual Behavior*, doi:10.1007/s10508-015-0647-5
- Larson R., Cauce A.M., Umaña-Taylor A.J. (2004, June). *SRA and diversity: the results of a membership survey*. Retrieved from <http://www.s-r-a.org/SRA.diver.report.htm>
- Lau, A. S., Chang, D. F., & Okazaki, S. (2010). Methodological challenges in treatment outcome research with ethnic minorities. *Cultural Diversity and Ethnic Minority Psychology*, 16(4), 573-580. doi:10.1037/a0021371
- Lau, M. Y., Cisco, H. C., & Delgado-Romero, E. A. (2008). Institutional and individual research productivity in five nominated multicultural psychology journals. *Journal of Multicultural Counseling and Development*, 36, 194-205. doi:10.1002/j.2161-1912.2008.tb00082.x
- Lee, D. L., Rosen, A. D., & Burns, V. (2013). Over a half-century encapsulated: A multicultural content analysis of the *Journal of Counseling Psychology*, 1954–2009. *Journal of Counseling Psychology*, 60(1), 154-161. doi:10.1037/a0031002
- Le Meyer, O., Zane, N., Cho, Y. I., & Takeuchi, D. T. (2009). Use of specialty mental health services by Asian Americans with psychiatric disorders. *Journal of Consulting and Clinical Psychology*, 77, 1000–1005.
- Levesque, R. R. (2007). The ethnicity of adolescent research. *Journal of Youth and Adolescence*, 36(4), 375-389. doi:10.1007/s10964-007-9173-7
- Mahalingam, R., & Balan, S. (2008). Culture, son preference, and beliefs about masculinity. *Journal of Research on Adolescence*, 18(3), 541-553. doi:10.1111/j.1532-7795.2008.00570.x

- Marsiglia, F. F., Kulis, S., & Hecht, M. L. (2001). Ethnic labels and ethnic identity as predictors of drug use among middle school students in the southwest. *Journal of Research on Adolescence, 11*(1), 21-48. doi:10.1111/1532-7795.00002
- McMahon, A., & Allen-Meares, P. (1992). Is social work racist? A content analysis of recent literature. *Social Work, 37*(6), 533-539.
- National Institutes of Health. (1994). *Guidelines on the inclusion of women and minorities as subjects in clinical research*. Retrieved from <http://grants.nih.gov/grants/guide/notice-files/not94-100.html>
- Neblett, E. J., Smalls, C. P., Ford, K. R., Nguyễn, H. X., & Sellers, R. M. (2009). Racial socialization and racial identity: African American parents' messages about race as precursors to identity. *Journal of Youth and Adolescence, 38*(2), 189-203. doi:10.1007/s10964-008-9359-7
- Noh, S., Avison, W. R., & Kaspar, V. (1992). Depressive symptoms among Korean immigrants: Assessment of a translation of the Center for Epidemiologic Studies—Depression Scale. *Psychological Assessment, 4*(1), 84-91. doi:10.1037/1040-3590.4.1.84
- Peterson, P. L., Hawkins, J. D., Abbott, R. D., & Catalano, R. F. (1995). Disentangling the effects of parental drinking, family management, and parental alcohol norms on current drinking by Black and White adolescents. In G. M. Boyd, J. Howard, R. A. Zucker, G. M. Boyd, J. Howard, R. A. Zucker (Eds.), *Alcohol problems among adolescents: Current directions in prevention research* (pp. 33-57). Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.
- Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin, 108*, 499–514. <http://dx.doi.org/10.1037/0033-2909.108.3.499>

- Phinney, J. S. (2000). Ethnic and racial identity: Ethnic identity. In A. E. Kazdin (Ed.), *Encyclopedia of Psychology* (Vol. 3, pp. 254–259). Washington, DC: American Psychological Association.
- Pope-Davis, D. B., Ligiero, D. P., Liang, C., & Codrington, J. (2001). Fifteen years of the *Journal of Multicultural Counseling and Development*: A content analysis. *Journal of Multicultural Counseling and Development*, 29(4), 226-238. doi:10.1002/j.2161-1912.2001.tb00466.x
- Richardson, B. L., Macon, T. A., Mustafaa, F. N., Bogan, E. D., Cole-Lewis, Y., & Chavous, T. M. (2015). Associations of racial discrimination and parental discrimination coping messages with African American adolescent racial identity. *Journal of Youth and Adolescence*, 44(6), 1301-1317. doi:10.1007/s10964-014-0196-6
- Schwartz, S. J., Syed, M., Yip, T., Knight, G. P., Umaña-Taylor, A. J., Rivas-Drake, D., & Lee, R. M. (2014). Methodological issues in ethnic and racial identity research with ethnic minority populations: Theoretical precision, measurement issues, and research designs. *Child Development*, 85, 58–76.
- Schwartz, S. J., Zamboanga, B. L., & Jarvis, L. H. (2007). Ethnic identity and acculturation in Hispanic early adolescents: Mediated relationships to academic grades, prosocial behaviors, and externalizing symptoms. *Cultural Diversity and Ethnic Minority Psychology*, 13(4), 364-373. doi:10.1037/1099-9809.13.4.364
- Shea, M., Wang, C., Shi, W., Gonzalez, V., & Espelage, D. (2016). Parents and teachers' perspectives on school bullying among elementary school-aged Asian and Latino immigrant children. *Asian American Journal of Psychology*, 7(2), 83-96. doi:10.1037/aap0000047

- Shih, M., Ambady, N., Richeson, J. A., Fujita, K., & Gray, H. M. (2002). Stereotype performance boosts: The impact of self-relevance and the manner of stereotype activation. *Journal of Personality and Social Psychology, 83*, 638 – 647.
<http://dx.doi.org/10.1037/0022-3514.83.3..638>
- Shin, J. Y., D'Antonio, E., Son, H., Kim, S., & Park, Y. (2011). Bullying and discrimination experiences among Korean-American adolescents. *Journal of Adolescence, 34*(5), 873-883. doi:10.1016/j.adolescence.2011.01.004
- Smalls, C., & Cooper, S. M. (2012). Racial group regard, barrier socialization, and African American adolescents' engagement: Patterns and processes by gender. *Journal of Adolescence, 35*(4), 887-897. doi:10.1016/j.adolescence.2011.12.007
- Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology, 58*, 42–60.
<http://dx.doi.org/10.1037/a0021528>
- Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New Directions for Student Services, 2002*, 21–32.
<http://dx.doi.org/10.1002/ss.36>
- Thayer, S. M., Updegraff, K. A., & Delgado, M. Y. (2008). Conflict resolution in Mexican American adolescents' friendships: Links with culture, gender and friendship quality. *Journal of Youth and Adolescence, 37*(7), 783-797. doi:10.1007/s10964-007-9253-8
- U.S. census bureau projections show a slower growing, older, more diverse nation a half century from now. (2012). *United States Census Bureau*. Retrieved from <https://www.census.gov/newsroom/releases/archives/population/cb12-243.html>

- Wall, J. A., Power, T. G., & Arbona, C. (1993). Susceptibility to antisocial peer pressure and its relation to acculturation in Mexican American adolescents. *Journal of Adolescent Research, 8*(4), 403-418. doi:10.1177/074355489384004
- Weaver, H. N. (1997). The challenges of research in Native American communities: Incorporating principles of cultural competence. *Journal of Social Service Research, 23*(2), 1-15. doi:10.1300/J079v23n02_01
- Webb, S., Hultgen, D., & Craddick, R. (1977). Predicting occupational choice by clinical and statistical methods. *Journal of Counseling Psychology, 24*, 98–109.
- Weichold, K., Brambosch, A., & Silbereisen, R. K. (2012). Do girls profit more? Gender-specific effectiveness of a life skills program against alcohol consumption in early adolescence. *The Journal of Early Adolescence, 32*(2), 200-225. doi:10.1177/0272431610384489
- Wilkinson, L. (2010). Inconsistent Latino self-identification in adolescence and academic performance. *Race and Social Problems, 2*(3-4), 179-194. doi:10.1007/s12552-010-9036-9
- Wilson, W. J. (1991). Studying inner-city social dislocations: The challenge of public agenda research. *American Sociological Review, 56*, 1-14.
- Wong, Y. J., Steinfeldt, J. A., Speight, Q. L., & Hickman, S. J. (2010). Content analysis of Psychology of Men & Masculinity (2000 –2008). *Psychology of Men & Masculinity, 11*, 170 –181. <http://dx.doi.org/10.1037/a0019133>
- Yau, J., & Smetana, J. G. (1993). Chinese-American adolescents' reasoning about cultural conflicts. *Journal of Adolescent Research, 8*(4), 419-438. doi:10.1177/074355489384005

Yoon, E., Chang, C. T., Kim, S., Clawson, A., Cleary, S. E., Hansen, M., . . . Gomes, A. M.

(2013). A meta-analysis of acculturation/enculturation and mental health. *Journal of Counseling Psychology, 60*, 15–30. [http:// dx.doi.org/10.1037/a0030652](http://dx.doi.org/10.1037/a0030652)

Yu, J., Cheah, C. L., & Calvin, G. (2016). Acculturation, psychological adjustment, and parenting styles of Chinese immigrant mothers in the United States. *Cultural Diversity and Ethnic Minority Psychology*, doi:10.1037/cdp0000091

Appendix A

Figure 1

Year by Ethnic Publications

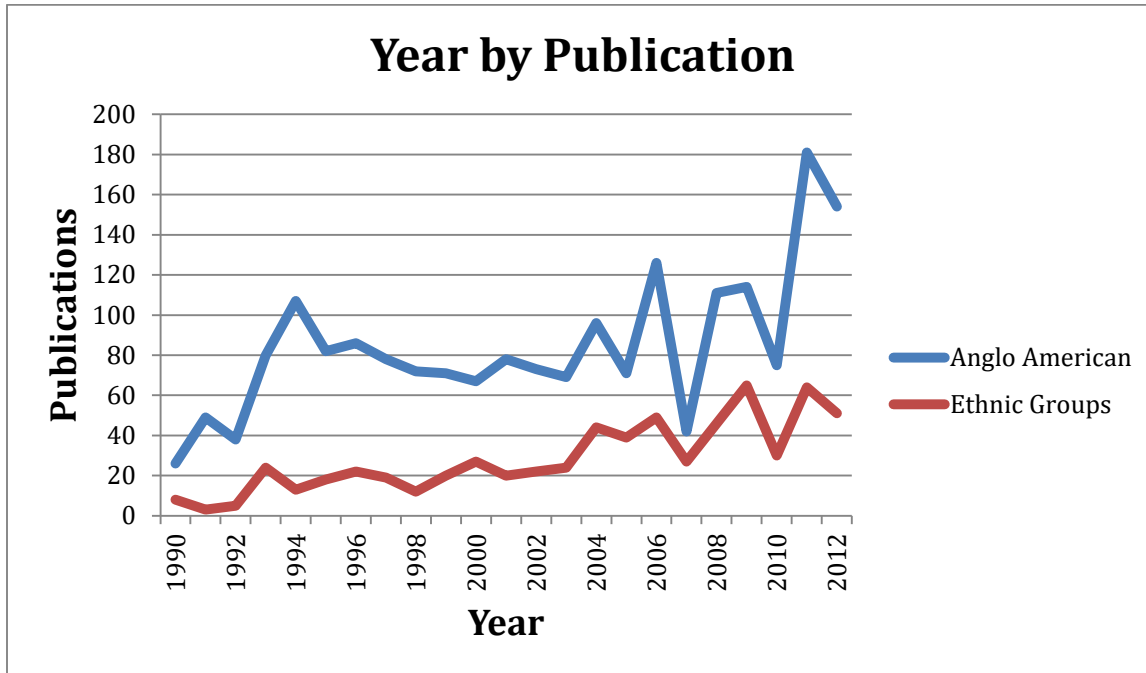


Table 1

Frequency of Article Type by Ethnic Category

<u>Article Type</u>	<u>Anglo-</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
Conceptual/Theoretical	187	3	1	1	1	2	1	196
Quantitative	1618	245	135	32	12	137	14	2187
Qualitative	117	18	14	7	2	9	3	170
Mixed Method	27	3	2	1	0	2	1	36
Total	1946	269	152	41	15	150	19	2598

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 2

Frequency of Ethnic Articles by Year

<u>Year</u>	<u>Anglo</u>	<u>African</u>	<u>Latinos</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
1990	26	3	3	0	0	2	0	34
1991	49	0	1	0	0	2	0	52
1992	38	2	1	0	0	2	0	43
1993	80	12	5	4	0	3	0	104
1994	107	9	2	0	1	0	1	120
1995	82	11	3	0	0	4	0	100
1996	86	14	5	1	1	1	0	108
1997	78	8	5	2	1	3	0	97
1998	72	1	3	2	1	5	0	84
1999	71	6	3	0	1	10	0	91
2000	67	12	6	2	0	4	3	94

2001	78	5	2	0	0	12	1	98
2002	73	11	2	0	0	9	0	95
2003	69	15	3	0	1	5	0	93
2004	96	21	10	0	0	12	1	140
2005	71	19	11	0	0	8	1	110
2006	126	16	16	1	3	9	4	175
2007	42	9	7	2	2	6	1	69
2008	111	18	9	10	1	6	2	157
2009	114	24	16	6	1	18	0	179
2010	75	10	10	4	0	5	1	105
2011	181	23	17	4	0	16	4	245
2012	154	24	13	3	2	8	1	205
Total	1946	273	153	41	15	150	20	2598

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 3

Multinomial Logistic Regression of Ethnic Category by Publication Year

<u>Ethnic Category</u>		<u>β</u>	<u>Std. Error</u>	<u>df</u>	<u>Sig.</u>	<u>Exp (B)</u>
African Americans	Intercept	-2.666	.152	1	.000	
	yr	.033	.010	1	.001	1.034
Latinos	Intercept	-3.680	.219	1	.000	
	yr	.067	.014	1	.000	1.069
Asian Americans	Intercept	-4.802	.386	1	.000	
	yr	.061	.024	1	.012	1.063
Native Americans	Intercept	-5.986	.703	1	.000	
	yr	.058	.044	1	.192	1.059
Combined	Intercept	-3.517	.213	1	.000	
	yr	.052	.014	1	.000	1.054
Other	Intercept	-6.182	.684	1	.000	
	yr	.090	.041	1	.026	1.095

Note. The reference group is Anglos.

Table 4

Frequency (Percentage) of Topics by Ethnic Group – Count(Percentage by Ethnic Group Category)

<u>Topic</u>	<u>Anglo</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>		
Child and Adolescent Development	692(12.4)	66(10.8)	39(14.8)	14(11.7)	3(8.6)	41(9.7)	5(9.3)
Peer Relations	333(6)	18(3)	12(4.5)	2(1.7)	1(2.9)	23(5.4)	0(0)
Methods and Psychometrics	225(4)	13(2.1)	3(1.1)	1(.8)	2(5.7)	11(2.6)	2(3.7)
Self Concept and Identity	245(4.4)	15(2.4)	4(1.5)	4(3.3)	1(2.9)	13(3.1)	3(5.6)
Parent and Child Relations	230(4.1)	23(3.8)	12(4.5)	13(10.8)	0(0)	5(1.2)	1(1.9)
Diversity and Culture Topics	70(1.3)	48(7.8)	29(11)	11(9.2)	1(2.9)	59(13.9)	6(11.1)
Academic Achievement	112(2)	19(3.1)	18(6.8)	5(4.2)	0(0)	14(3.3)	1(1.9)
Parents and Parenting	289(5.2)	26(4.2)	16(6.1)	2(1.7)	0(0)	9(2.1)	0(0)
Family Relations	140(2.5)	21(3.4)	9(3.4)	7(5.8)	0(0)	11(2.6)	0(0)
Ethnic Identity	11(.2)	23(3.8)	16(6.1)	6(5)	1(2.9)	21(5)	7(13)
Immigration and Acculturation	3(.1)	2(.2)	15(5.7)	10(8.3)	0(0)	12(2.8)	2(3.7)

Depression and Depressive Symptoms	177(3.2)	12(2)	8(3)	3(2.5)	4(11.4)	7(1.7)	1(1.9)
Drug Usage	152(2.7)	13(2.1)	8(3)	1(.8)	2(2.9)	4(.9)	0(0)
Risk and Protective Factors	133(2.4)	13(2.1)	8(3)	1(.8)	2(5.7)	5(1.2)	0(0)
Alcohol Drinking	86(1.5)	5(.8)	2(.8)	0(0)	2(5.7)	0(0)	0(0)
Self Esteem and Efficacy	109(2)	11(1.5)	9(3.4)	1(.8)	0(0)	14(3.3)	1(1.9)

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 5

Frequency (Percentage) of funding for Topic by Ethnic Category

<u>Topic</u>	<u>Anglo</u> <u>American</u>	<u>African</u> <u>American</u>	<u>Latino</u>	<u>Asian</u> <u>American</u>	<u>Native</u> <u>American</u>	<u>Combined</u>	<u>Other</u>
Child and Adolescent Development	330(18.3)	37(22.3)	18(26.5)	(5, 15.2)	0(0)	25(19.4)	1(11.1)
Academic Achievement	57(3.2)	7(4.2)	6(8.8)	3(9.1)	0(0)	7(5.4)	0(0)
Wellbeing and Adjustment	46(2.5)	7(4.2)	5(7.4)	0(0)	0(0)	7(5.4)	0(0)
Alcohol Drinking	38(2.1)	2(1.2)	0(0)	0(0)	2(50)	0(0)	0(0)
Peer Relations	37(2)	1(.6)	2(2.9)	0(0)	0(0)	7(5.4)	0(0)
Ethnic Identity	0(0)	8(4.8)	3(4.4)	1(3)	0(0)	10(7.8)	2(22.2)
Parents and Parenting	21(1.2)	6(3.6)	1(1.5)	1(3)	0(0)	2(1.6)	0(0)
Immigration and Acculturation	0(0)	0(0)	7(10.3)	4(12.1)	0(0)	6(4.7)	0(0)
Diversity and Culture Topics	5(.3)	8(4.8)	6(8.8)	4(12.1)	0(0)	8(6.2)	2(22.2)
Parent Child Relations	28(1.6)	3(1.8)	2(2.9)	2(6.1)	0(0)	1(.8)	0(0)
Drug Use	0(0)	5(3)	3(4.4)	1(3)	1(25)	2(1.6)	0(0)

Child Behavior Problems	30(1.7)	5(3)	0(0)	1(3)	0(0)	7(5.4)	0(0)
Methods and Psychometrics	21(1.2)	1(.6)	0(0)	0(0)	0(0)	3(2.3)	2(22.2)
Self Esteem and Efficacy	12(.7)	4(2.4)	0(0)	0(0)	0(0)	2(1.6)	1(11.1)
Tobacco and Smoking	5(.3)	0(0)	0(0)	0(0)	1(25)	0(0)	0(0)

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 6

Frequency (Percentage) of funding agency by ethnic category

<u>Funding Agency</u>	<u>Anglo</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
Other	822(48.9)	126(47.5)	65(63.7)	32(66.7)	5(27.8)	87(45.8)	5(35.7)	1142
National Institute of Mental Health	232(13.8)	51(19.2)	23(22.5)	4(8.3)	3(16.7)	17(8.9)	3(21.4)	333
National Institute of Child Health and Human Development	168(10)	35(13.2)	19(18.6)	3(6.3)	2(11.1)	15(7.9)	4(28.6)	246
National Institute of Drug Abuse	128(7.6)	21(7.9)	12(11.8)	1(2.1)	2(11.1)	17(8.9)	0(0)	181
William T. Grant Foundation	99(5.9)	26(9.8)	10(9.8)	0(0)	2(11.1)	14(7.4)	0(0)	151
National Institute of Health	53(3.2)	15(5.7)	10(9.8)	5(10.4)	1(5.6)	9(4.7)	1(7.1)	94
National Science Foundation	44(2.6)	13(4.9)	11(10.8)	1(2.1)	1(5.6)	13(6.8)	1(7.1)	84
National Institute on Alcohol Abuse and Alcoholism	54(32)	13(4.9)	0(0)	1(2.1)	2(11.1)	5(2.6)	0(0)	75
Department of Health and Human Services	26(1.5)	3(1.1)	2(2)	0(0)	0(0)	4(2.1)	0(0)	35

Center for Disease Control and Prevention	20(1.2)	6(2.3)	0(0)	0(0)	0(0)	4(2.1)	0(0)	30
Maternal and Child Health Bureau	16(1)	4(1.5)	0(0)	1(2.1)	0(0)	3(1.6)	0(0)	24
MacArthur Foundation	16(1)	5(1.9)	2(2)	0(0)	0(0)	2(1.1)	0(0)	25
National Institute of Aging	1(.1)	1(.4)	0(0)	0(0)	0(0)	0(0)	0(0)	2
Health Resources and Service Administration	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	0
Total	1682	265	154	48	18	190	14	2371

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 7

Frequency of State by Ethnic Category

<u>State</u>	<u>Anglo</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
Regional	154	17	15	6	2	10	1	205
National	107	7	0	2	1	8	1	126
California	38	5	7	1	0	10	0	61
New York	26	4	4	0	0	5	0	39
Multi-states	29	3	0	0	0	2	1	35
Pennsylvania	20	2	0	0	0	0	0	22
Illinois	9	8	1	0	0	0	0	18
Texas	10	2	4	0	0	2	0	18
Maryland	9	0	0	0	0	0	0	9
Iowa	2	3	1	0	0	0	2	8
Massachusetts	6	0	0	0	0	1	1	8

Michigan	2	3	1	0	0	0	2	8
N. Carolina	5	0	1	0	0	2	0	8
Washington	6	1	0	0	0	1	1	8
Florida	6	1	0	0	0	0	0	7
Alabama	4	1	0	0	0	0	0	5
Arizona	2	0	2	0	0	0	0	4
Georgia	1	3	0	0	0	0	0	3
Colorado	2	0	1	0	0	1	0	3
Oregon	2	0	1	0	0	1	0	3
Louisiana	0	1	0	0	0	0	0	1
Virginia	1	0	0	0	0	0	0	1
Total	443	64	37	9	3	41	6	603

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 8

Frequency of Division by Ethnic Category

<u>Division</u>	<u>Anglo</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
National	123	7	7	2	1	10	1	151
Mid. Atlantic	58	7	7	1	0	5	1	79
Midwest	58	6	6	1	1	4	2	78
Pacific Reg.	58	1	1	1	0	13	1	75
East South Central	23	10	10	0	0	0	2	45
Northeast	37	2	2	1	0	2	0	44
South Atlantic	21	10	10	1	0	1	0	43
West South Central	18	4	4	0	0	3	0	29
South	19	3	3	2	0	2	0	29

West	18	1	1	0	1	2	0	23
East South	17	3	3	0	0	0	0	23
Central	14	2	2	0	0	0	0	18
New England	9	0	0	0	0	1	0	10
Mtn. West	473	56	56	9	3	43	7	647

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 9

Frequency of Setting by Ethnic Category

<u>Setting</u>	<u>Anglo</u>	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>American</u>	<u>American</u>		<u>American</u>	<u>American</u>			
Urban/Metropolitan	184	57	32	6	0	28	5	312
Assumed Combined								
Setting (e.g. national, regional, or state)	160	18	11	5	3	12	1	210
Combined Setting	51	9	2	2	1	2	0	67
Suburban	43	4	1	1	0	2	0	51
Rural Area	55	4	0	1	0	3	0	63
Total	493	92	46	15	4	47	6	703

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.

Table 10

Frequency of Acculturation Measures by Ethnic Category

Measure?	<u>African</u>	<u>Latino</u>	<u>Asian</u>	<u>Native</u>	<u>Combined</u>	<u>Other</u>	<u>Total</u>
	<u>Americans</u>		<u>American</u>	<u>American</u>			
No	191	87	14	11	100	10	744
Yes	36	41	19	3	32	3	135
Total	227	128	33	14	132	13	879

Note. Totals do not equal cells because a sizable number of articles focused on both African Americans and Latinos and were included in the counts for both ethnic group categories.